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Doling out Division I ducats **Opinion**

Spring sports in summary **Sports**

Dance department springs back around **Gallery**

LOOKING FOR THE LIGHT

ALVIN CUADRA / PHOTO EDITOR

LUMINOUS EMBRACE - Dancers reach skyward as they begin to dance, "Legion," from Full Circle, choreographed by director and producer Liz Casebolt.

Brand-new view, same old news for ASU

■ Candidates-elect get ready for the transition.

BY SOLOMON SMITH
STAFF WRITER

The ASU election results are in, and its new members are poised to take their positions. The new leadership begin training for their offices by shadowing incumbents on daily tasks; most incumbents are leaving their positions and offices to new staff. However, with a dismally low turnout, troubled elections and difficulty filling seats on its council, the Associated Student Union moves into a new year with old troubles.

The voting student body turnout was low—only 605 total votes were cast, less than 3.18 percent of the estimated 19,000 students on campus. Students voted for seven of 15 council positions up for grabs, leaving the remaining eight open until they are appointed next year. The low numbers are well below the national average of 56 percent for turnout in the presidential election.

Candidate behavior has been a part of the problem with the student council. The Voting Boards

see *ASU* p. 2

Dinner with a side of diplomas

■ A full course of Latino students' achievement.

RICARDO VARELA / VALLEY STAR

SWEPT UP - Former Valley Spanish professor Argelia Andrade performs a traditional dance as part of Wednesday's Dia de Reconocimiento.

BY RICARDO VARELA
EDITOR IN CHIEF

The smell of carne asada, the sound of a jovial son jarocho band and elegant dance routines brought Latin flavor to the Student Union Plaza Wednesday evening for Día de Reconocimiento. Approximately 80 of the more than 300 attendees were Valley College students earning a certificate or associate degree this semester, and many are transferring to four-year institutions this fall.

Students at the event, which translates to "day of recognition," were presented with a medal that may be worn as part of commencement regalia during the evening's closing ceremony by either Student Success & Support Services Dean Marco De La Garza or Chicano Studies professor Pete Lopez. The brass-colored medal reads "Los Angeles Valley College: Mi comunidad" and is suspended from a ribbon woven in the school's colors.

"Wear your medals at at graduation so that people know Latinos are graduating," Vice President of

see *El Dia* p. 2

Transfer degrees open CSU doors for Monarchs

■ Associate degrees for transfer are gateways to a bachelor's degree at a CSU.

BY RICARDO VARELA
EDITOR IN CHIEF

As graduating students prepare for life after Valley College, the school continues to ready the next batch of certificate, transfer and associate students. Valley students looking to transfer to a California State University can guarantee their admission into the CSU system by meeting the requirements of an associate degree for transfer or AA-T.

Associate degrees and associate degrees for transfer share many of the same requirements, but a degree for transfer guarantees students admission into the CSU system under a similar discipline as a junior. Admission into a specific academic field or campus is not guaranteed, but this benefit does not apply to regular associate degrees.

Valley's ever-changing student body is reflected in what degrees students are graduating with. Education, specifically child development and pre-school

see *Transfer* p. 2

DAY CLASSES

Day and Date Of Final Exam	MONDAY JUNE 6			TUESDAY MAY 31		
Time of Exam	6:30am - 8:30am	9:30am - 11:30am	12:30pm - 2:30pm	6:30am - 8:30am	9:30am - 11:30am	12:30pm - 2:30pm
Normal Class Schedule	6:30 – 7:55 MW 6:45 – 7:55 MTWTh	9:40 – 10:50 MTWTh 9:40 – 11:05 MW 9:40 – 10:55 MWF	1:00 – 2:10 MTWTh 1:00 – 2:25 MW 1:00 – 2:15 MWTh	6:30 – 7:55 TTh	9:40 – 11:05 TTh 9:40 – 10:55 TThF	1:00 – 2:25 TTh 1:00 – 2:15 TThF

Day and Date Of Final Exam	WEDNESDAY JUNE 1			THURSDAY JUNE 2		
Time of Exam	8:00am - 10:00am	10:30am - 12:30pm	1:00pm - 3:00pm	8:00am - 10:00am	10:30am - 12:30pm	1:00pm - 3:00pm
Normal Class Schedule	8:15 – 9:25 MTWTh 8:00 – 9:25 MW 8:00 – 9:15 MWF	11:20 – 12:30 MTWTh 11:20 – 12:45 MW 11:20 – 12:35 MWF	2:20 – 3:30 MTWTh 2:40 – 4:05 MW	8:00 – 9:25 TTh 8:00 – 9:15 TThF	11:20 – 12:45 TTh 11:20 – 12:35 TThF	1:45 – 3:10 TTh 1:45 – 3:00 TThF

EVENING CLASSES

CLASSES MEETING AT 3 PM OR BEFORE 5 PM			CLASSES MEETING AT 5 PM OR BEFORE 6 PM			CLASSES MEETING AT OR AFTER 6 PM		
Class Meets	Exam Date	Time	Class Meets	Exam Date	Time	Class Meets	Exam Date	Time
M	M June 6	4 – 6pm	M	M June 6	4:30 – 6:30pm	M	M June 6	7 – 9pm
T	T May 31	4 – 6pm	T	T May 31	4:30 – 6:30pm	T	T May 31	7 – 9pm
W	W June 1	4 – 6pm	W	W June 1	4:30 – 6:30pm	W	W June 1	7 – 9pm
Th	Th June 2	4 – 6pm	Th	Th June 2	4:30 – 6:30pm	Th	Th June 2	7 – 9pm
MW	M June 6	4 – 6pm	MW	W June 1	4:30 – 6:30pm	MW	M June 6	7 – 9pm
TTh	T May 31	4 – 6pm	TTh	Th June 2	4:30 – 6:30pm	TTh	T May 31	7 – 9pm

In the event of a conflict, speak with your instructor to schedule an alternate time to take the final.

NEWS

PHOTO BY BELEN CAMPIRANO / VALLEY STAR

OVERCOME - Twenty-four-year-old Iliana Tovar gets emotional at Wednesday's Dia de Reconocimiento.

'El Dia'

continued from page 1

disciplined several candidates and disqualified one this term. Students was given several warnings about following the rules for campaigning on campus and were placed on probation, according to the President of the Election Committee, Saleem Moinuddin.

According to Moinuddin, information regarding the disciplinary actions cannot be divulged until 10 days after the close of the voting period to protect the privacy of the students involved. The voting council tallies the votes and vets the candidates, and very little information gets out to the public, leaving voters uninformed about candidates or the process. Student disinterest and lack of involvement makes it difficult to fill positions, Moinuddin said.

"At the end of the day, we got as many people as we could [to run]," Moinuddin said. "We went to classes, we did everything, but at the end of the day, it comes down to whether or not people want to run for ASU."

Moinuddin and his fellow council members have been working hard on keeping the ASU going, but it has proved difficult without a complete council. Members Daniel Robaso and Mario Zelaya eased the burden of missing council members by picking up slack when needed. To this end, Robaso—who served as interim vice president—participated in four different clubs. The Inter-Club Council meetings, a responsibility of ASU, do not always have the requisite members and lack of respect for the council has been noticed. Robaso ran for president and later removed himself from the race. He worries about the experience of the next group of leaders, the majority of who do not participate in clubs on campus.

"I'm here almost five hours a day," Robaso said. "I don't see anyone else doing that right now that won an office seat."

Many key officers did not show or did not stay long for yesterday's new councilor training, and Robaso worries that will make their new jobs difficult for them. He is hopeful that things will improve for the new leadership. Many of the out-going council members keep in contact with their replacements and offer help and advice. An influx of funds is headed to the ASU, which adds to what clubs can do.

"I would like to be optimistic," Robaso said. "We started with $11,000 to spend on clubs, but now we have three times that. Hopefully clubs are much more efficient and they're able to have many more events on campus, and in some sense I hope that will help ASU."

'ASU'

continued from page 1

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'Transfer'

continued from page 1

education, is the most popular field to earn an associate degree in. Many students are taking advantage of Valley's unique pre-K and infant care programs on campus to make their certifications unique or to add value to their skill set. Distance and cost tend to be a major concern for Valley's 19,000 mostly-local students. As such, the overwhelming majority of students attempt transferring to a CSU campus, according to statistics from Valley's Office of Institutional Effectiveness.

California State University Northridge is a popular choice, for its low cost, comparatively, its close proximity and travel time.

"The people that I know seem to be going to CSUN," Adan Avilla-Quinonez, a sociology major and future transfer student, said. "It seems like everybody is accepted there."

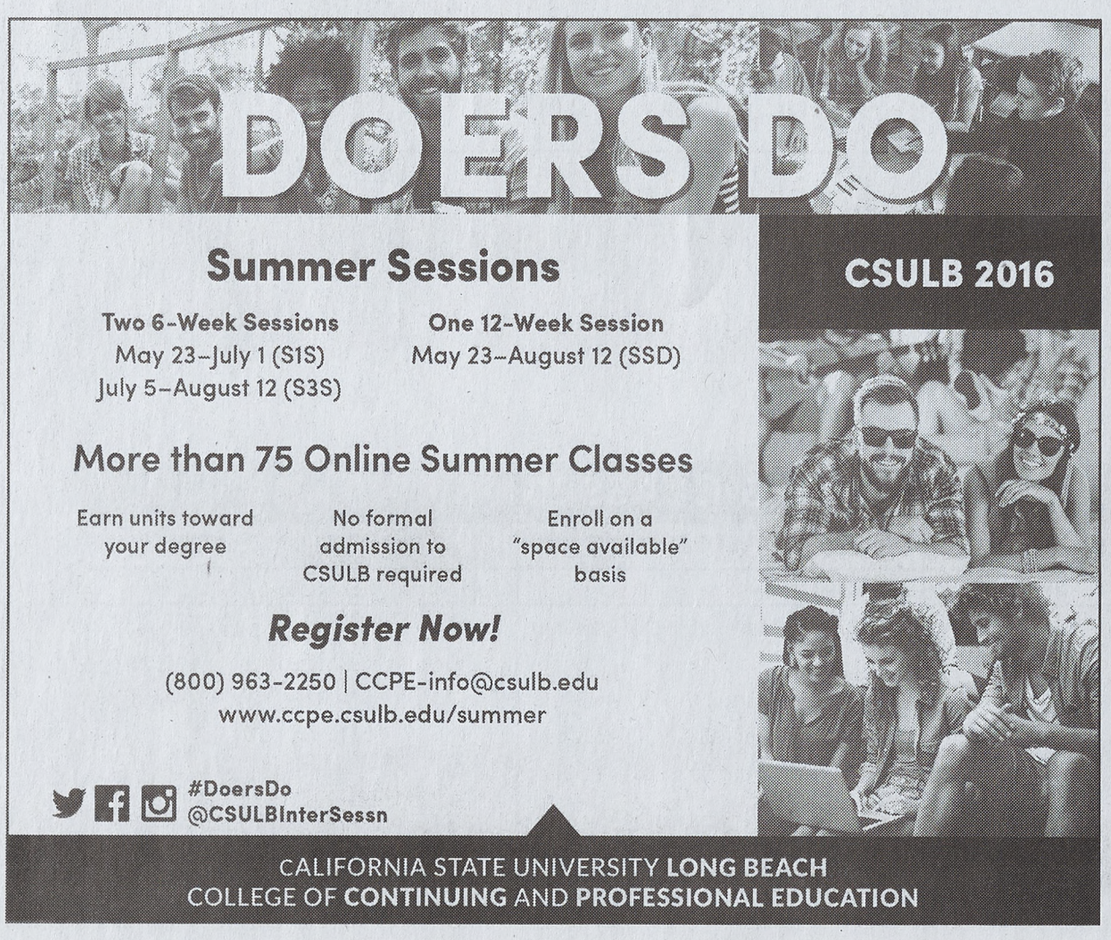
A key component of earning these degrees familiar to most students is completion of the IGETC for CSU pattern or the CSU GE Breadth. The CSU GE Breadth was completed by 301 Valley students in 2015, the highest rate of completion of all culmination and certification routes. Associate for transfer degrees also require a minimum 2.0 GPA and the completion of at least 12 units in residence at Valley. Major-specific details vary and are listed in the catalog.

Valley offers 22 associate for transfer degrees in varied academic disciplines such as administration of justice, early childhood education and mathematics. A full list is available in Valley's catalog, as well as recently-added ones in an adjacent addendum. Both of these can be found on the college's website on the schedule and catalog page.

The Student Transfer Achievement Reform Act (Senate Bill 1440), signed into law on Sep. 29, 2010, created associate degrees for transfer. Section 1 of the bill states their purpose as: "To meet workforce demands in a cost-effective way, incentivizing students to earn an associate degree while preparing for transfer to a four-year college or university, and recognizing that they have completed a transfer preparation course pattern, provides students encouragement and support to complete their overall educational pursuits."

Students should make an appointment in advance for an in-depth 30 minute counseling session in the Student Services Annex. The Counseling Department staff are available to help students construct a timely degree-earning plan, assist in the transfer and graduation process and get students ready for the change to a four-year university.

"I feel like it doesn't matter where you go, it's on the student, the quality of their education," Avilla-Quinonez said. "I could be going to CSUN, I could be going to USC, the only [difference] is the diploma with a stamp of CSUN or USC. As long as you get that college education, it's all good."



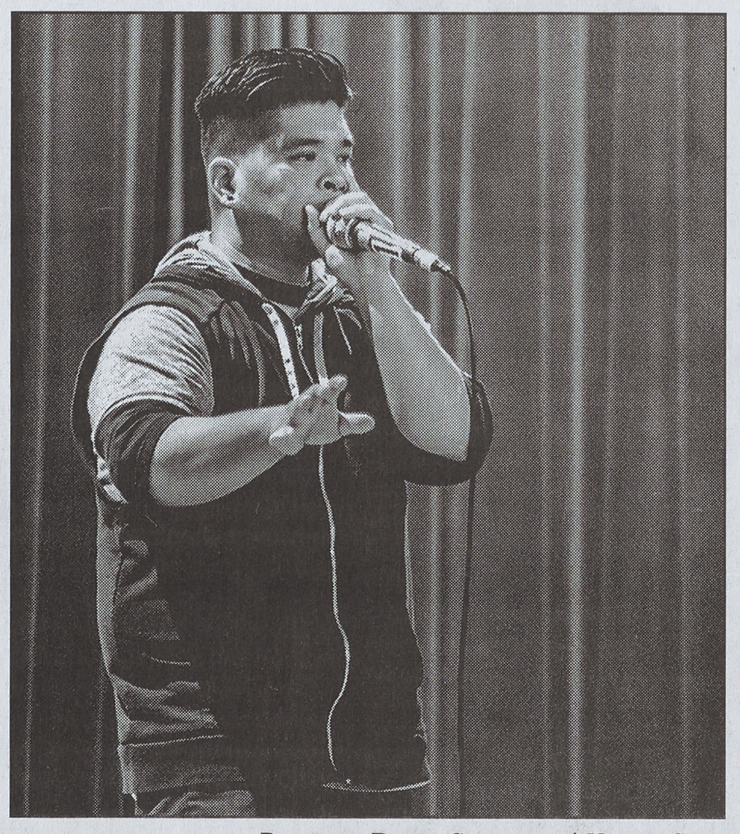


PHOTO BY BELEN CAMPIRANO/ VALLEY STAR

OLD SCHOOL - Edward "EVMB" Vincent competes at The Abilities Club open mic night and rap battle May 19 held in Monarch Hall.

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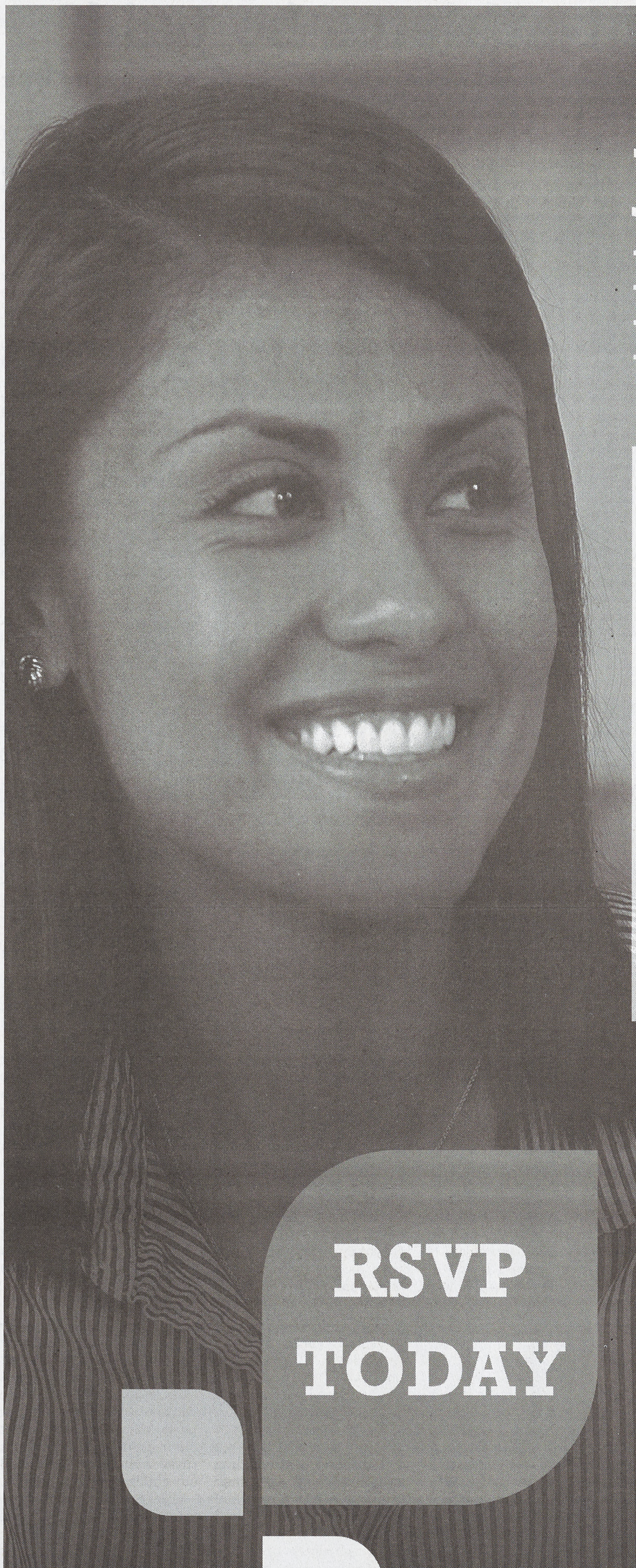

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OPINION

Should NCAA student-athletes be paid?

■ NCAA Division I athletes are entitled to the money they make for their schools and better living conditions.

BY DEDE OGBUEZE
STAFF WRITER

Intercollegiate athletics need radical reform. Division I basketball and football are billion-dollar industries, and athletes who sacrifice their bodies for them deserve a piece of the pie.

This year's March Madness ended with two miraculous shots from Marcus Paige and Kris Jenkins. The former is a graduating senior at UNC-Chapel Hill, and the latter is foregoing his senior season at Villanova University to enter the NBA Draft.

Neither Paige nor Jenkins receive a dime of compensation from their universities. Both spent their entire college experience competing for prominent Division I basketball programs that profited millions of dollars off of their efforts.

Many people do not want to befoul tradition by paying college athletes. President Barack Obama said that paying student-athletes would "ruin the sense of college sports" in a 2015 interview with The Huffington Post.

The NCAA defends itself with the ridiculous notion of "preserving amateurism." However, any athlete, coach or fan for that matter knows there is nothing amateur about Division I NCAA basketball and football. Athletes are treated as employees, not students, and their value to the school is solely tied to their ability to perform in the field of play.

A class-action lawsuit filed against UNC-CH and the NCAA in 2015 claims that student-athletes spend up to 50 hours a week in practice and team-related activities, more than the average American work week.

It also alleges that UNC denied thousands of athletes over a span of almost 20 years a legitimate education by convincing them to take "shadow courses." Student-athletes were placed in classes that never met and were not taught by a faculty member, padding their GPAs in order to remain eligible to play.

The concept of spoiled Division I athletes living larger than life is a myth. Many of these athletes come from underprivileged families and do not have any of the advantages that typical college students share. In many cases, they are not living in their hometown, so they are unable to receive basic support from their families, and unlike most students, their schedule does not permit them time to work a part-time job.

A joint study conducted by the NCPA and Drexel University shows that each scholarship left $3,222 in annual out-of-pocket expenses for players. The study also highlighted that 85 percent of players living on campus and 86 percent of players living off campus fell below the federal poverty line.

The NCAA's refusal to pay college athletes has ultimately done more harm than good. Several infamous college football cases reflect this: the SMU "death penalty," the "Scam Newton" incident and the dismantling of the USC football program after several violations under head coach Pete Carroll. Players need to be compensated by their schools, or outsiders will.

The only reasonable routes forward are to either discontinue the academic relationship between the players and the universities, allowing them to compete as independent contractors, or to pay student-athletes. It is at best irresponsible, and at worst, downright slavery to require someone to provide a service without proper compensation. Not only is the NCAA's refusal to pay Division I basketball and football players unfair, it is likely a violation of labor laws.

The allure of college basketball and football lies in fans seeing their schools represented by fellow students. However, it isn't the burden of the athletes to uphold the "amateurism" illusion that the NCAA shields itself with.

■ Paying student athletes is far from a solution to the problem of fair compensation for NCAA Division I and II athletes.

BY HENRY GUEMBES
STAFF WRITER

Being an athlete in college is an honor; it is an internship in a field one excels in. Should some internships be paid? Sure. Should athletes at the Division I level be paid on top of all the benefits obtained at their institutions? No.

PHOTO ILLUSTRATION BY RICARDO VARELA / VALLEY STAR

I can attest that representing your school's colors on the field or on the court is something to be proud of. Most top collegiate athletes obtain entry into institutions because of their athletic ability and not their test scores. NCAA Division I and II schools provide more than $2.7 billion in athletics scholarships annually to more than 150,000 student-athletes according to the NCAA. Division I athletes are only required to obtain a 400 on their SAT's—the lowest score possible. Essentially, these elite athletes can take the exam and choose their favorite of the first five letters of the alphabet, then proceed to mark it all the way down.

Ben Simmons, 19, is an Australian basketball player for LSU who is the hottest name on many hoop lovers' tongues. Many have questioned his dedication to study throughout his stint at Louisiana Stat. The minimum GPA for an athlete to play on the LSU men's basketball team is a 2.0, and according to Yahoo Sports, the highly-lauded prospect failed to meet these requirements. This is a story that is all-too common in college athletics and to think paying athletes would help the cause is down right absurd. According to a CNN investigation, most schools have between 7 and 18 percent of revenue sport athletes who are reading at an elementary school level. Scary.

Anybody who thinks the NCAA is set out to better people's lives is kidding themselves. Yes, the NCAA is a business and like any industry, it will maximize profit at all costs. In 2015, the NCAA raked in nearly $1 billion in revenue, according to USA Today, the bulk of which comes from a TV deal with CBS Sports. The executives from these institutions cash in on mad profit as well, and this is where most sports aficionados have an issue with not paying student-athletes. I agree with most of my counterparts: student-athletes deserve more and executives less. Cold hard cash isn't the answer here, though.

If colleges were to pay athletes, how would they value athletes? Would only the "big market" schools have access to the best talent? Would this offer opportunities for billionaire tycoons to monopolize the NCAA and further their profits?

"It would ruin the sense of college sports," said President Barack Obama, according to ESPN.

The solution to the most debated topic concerning nonprofessional sports is not clear-cut. I believe there should be mandates set in place for school presidents to incorporate some percentage of their profits into improving sports facilities and equipment at schools, giving students athletes better meal plans that can benefit performance and spreading scout programs farther out and into the inner cities.

Division I schools obtain the bulk of all revenue, which amounts to 60 percent, according to the NCAA's website. The NCAA decides how much money is returned to these institutions. Once these funds reach schools, it is solely up the presidents and treasurers to decide how funds are split. The issue isn't solely with the NCAA, but about the obliqueness of financial management.

"The bottom line is athletes are regular students, but they do have skills that people pay to see," Valley's Athletic Director Jim Fenwick said. "They're there to get an education and when you give a young person a full scholarship, room and board—that's a big advantage. They receive many benefits compared to the others [students] and they have the massive advantage of not worrying about where their tuition is coming from, their loans and all those things."

A loaded proposition

■ Texas' state Senate Bill 11 harkens back to the frontier days.

BY SOLOMON SMITH
STAFF WRITER

Untrained civilians are not qualified to carry firearms in urban environments without serious and intense training. The military does this as part of their job, and only a small portion of the military trains enough to be considered combat arms—very few of these soldiers specialize in the difficult area of urban combat. Texas has opted to go in the opposite direction.

Texas enacted Senate Bill 11, allowing licensed individuals to carry concealed weapons into the classrooms of any public, private or independent institution of higher education. Plainly speaking, this means that effective August 1, anyone with a license can carry a concealed weapon into the classroom of a Texas college campus. One of the most well-known school shootings happened on the University of Austin campus in 1966. Charles Joseph Whitman killed 14 people and wounded 32 in an hour-and-a-half period before being shot and wounded himself. The irony of this seems to elude Texas lawmakers.

Campuses are required to draft their own policies on how to handle firearms in classrooms that are "reasonable" and in compliance with the law, and schools are unsurprisingly having a difficult time coming up them. Advisers have listed guidelines for dealing with the new law that amount to being careful in class and simply "not going there." Gun-violence-survivor groups and activists from all over the country have written to Texas representatives, begging them not to pass SB11. Rep. Helen Giddings, D-DeSoto, argued against the bill from every angle, and included the voices of victims of gun violence on campus in her reasoning.

The bill does everything it can to make it easier for schools to avoid responsibility for shootings on campus. It limits liability for campuses through a biannual reporting process, and explicitly states that institutions are limited in liability, since they are following the statute as required by law. The bill sets out provisions relating to limitation of liability for applicable institutions of higher education and their officers and employees under statutory provisions governing concealed handgun licenses. Everyone is covered except for students.

The problem with American gun control is illustrated in this policy: a lack of rational discuss ion coupled with a hopeful, and ultimately unrealistic, wishing away of the problem. To be clear, guns do not belong in centers of learning.

The right to carry a gun is not, and should not be, absolute and without restraint. We create policy to guide us in our restraint, whether it's how fast we can drive, when we can say what we want—it is a felony to impersonate a police officer—or even our personal lives. It should be the same with a tool designed to kill humans.

The humor of the situation in Texas has slowly given way to horror, and this new law is a tragedy in the making. Classrooms that are only one or two years removed from high school, where gun violence has rapidly become a concern for Americans, are now going to be peppered with guns in the great state of Texas.

Texas is addressing a nonissue. It is ridiculous for us to disperse death-dealing tools throughout an immature populace in a stressful environment, with little to no real guidance. School shootings, regardless of where they occur, are a national tragedy and affect all of us. Texas issued about 217,588 concealed carry licenses in 2015 alone, not to mention those who already have a CCL. That is a lot of guns around a lot of young people who just learned about credit cards and alcohol—that disturbs me. We have learned so little from our past mistakes. We flaunt our lack of growth through these ridiculous laws and our children pay the price.

I like guns. I like them in the hands of trained people, who have been vetted through a policy that includes background checks. I like guns in the hands of responsible individuals in their own homes and at the shooting range. The classroom of a college campus is not where guns belong.

For additional content please visit:

www.thevalleystar.com

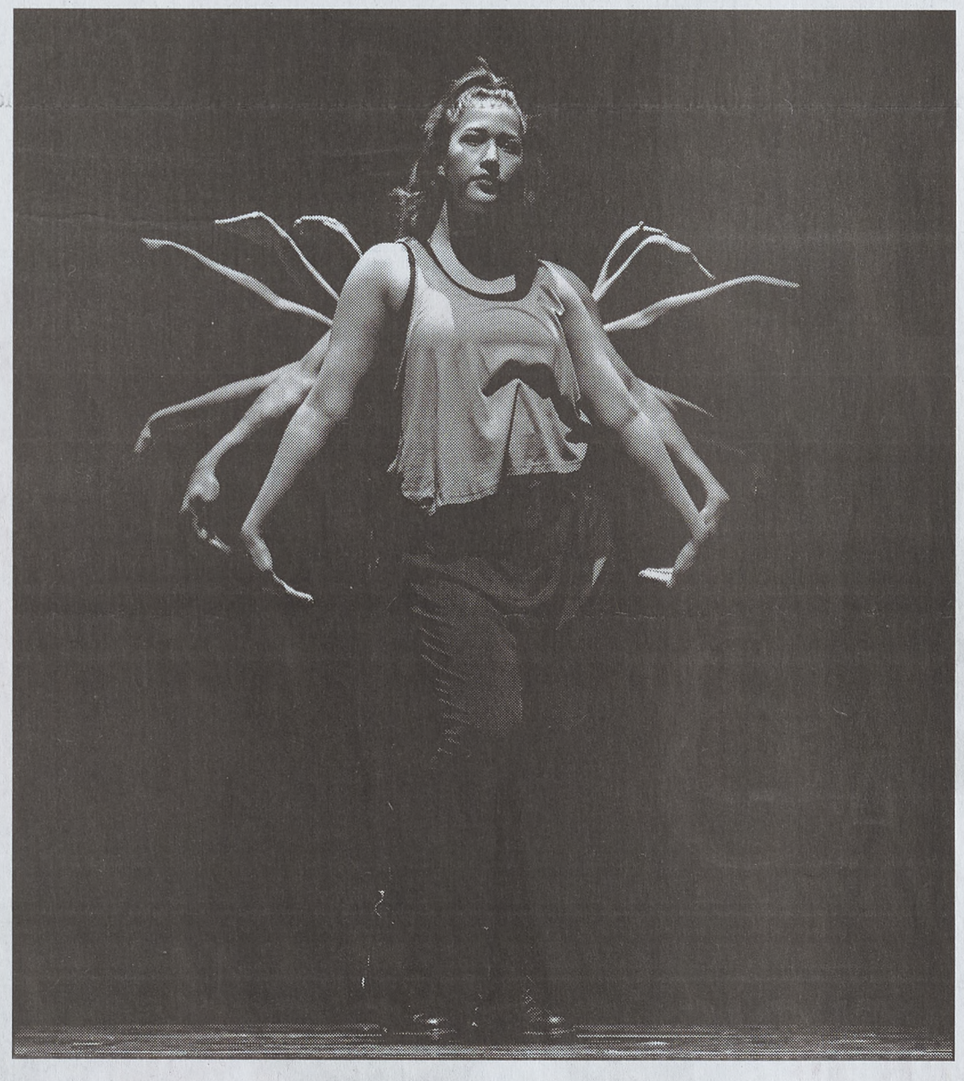
Dance department takes a spin

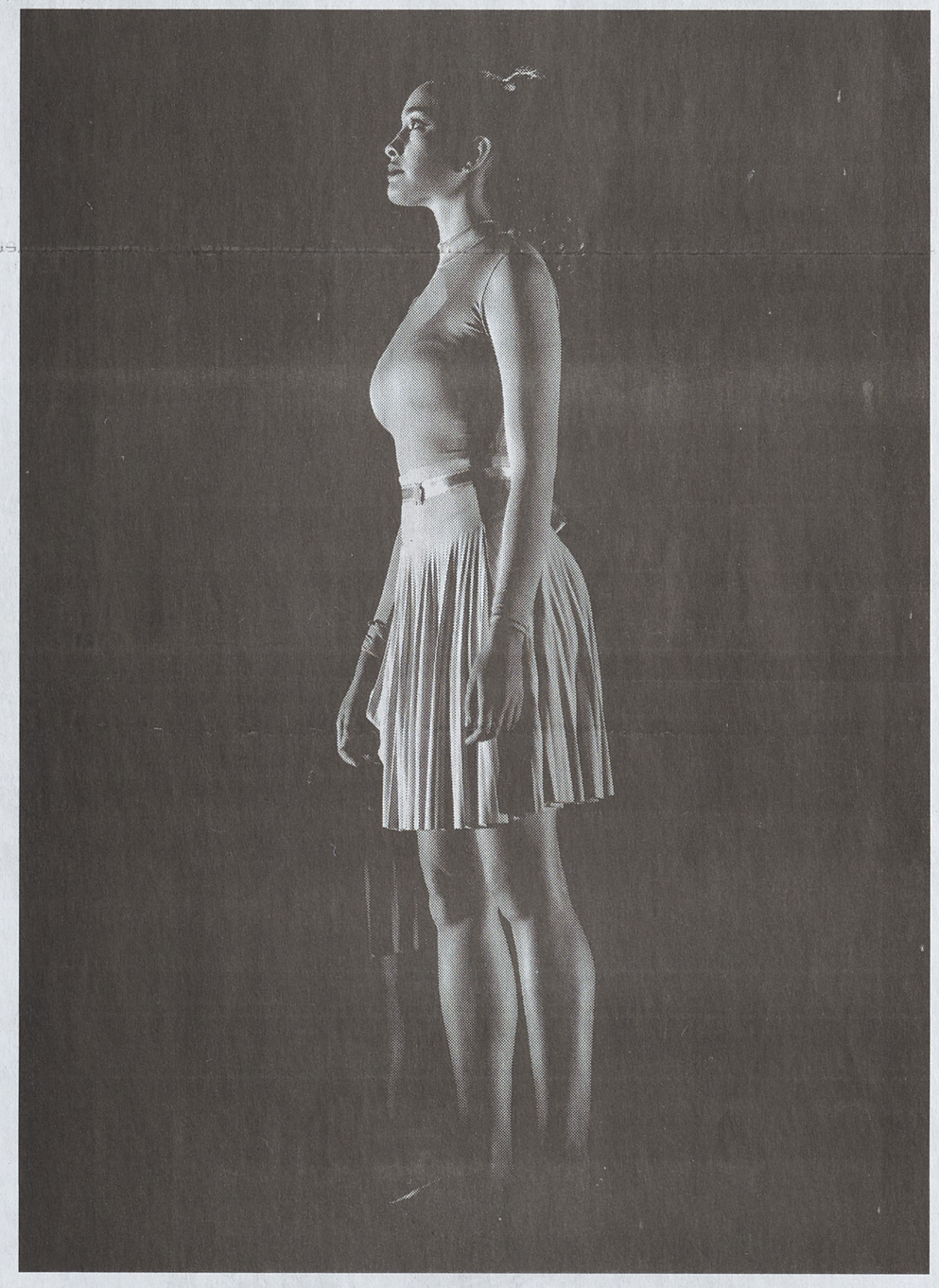
Photos By
Alvin Cuadra

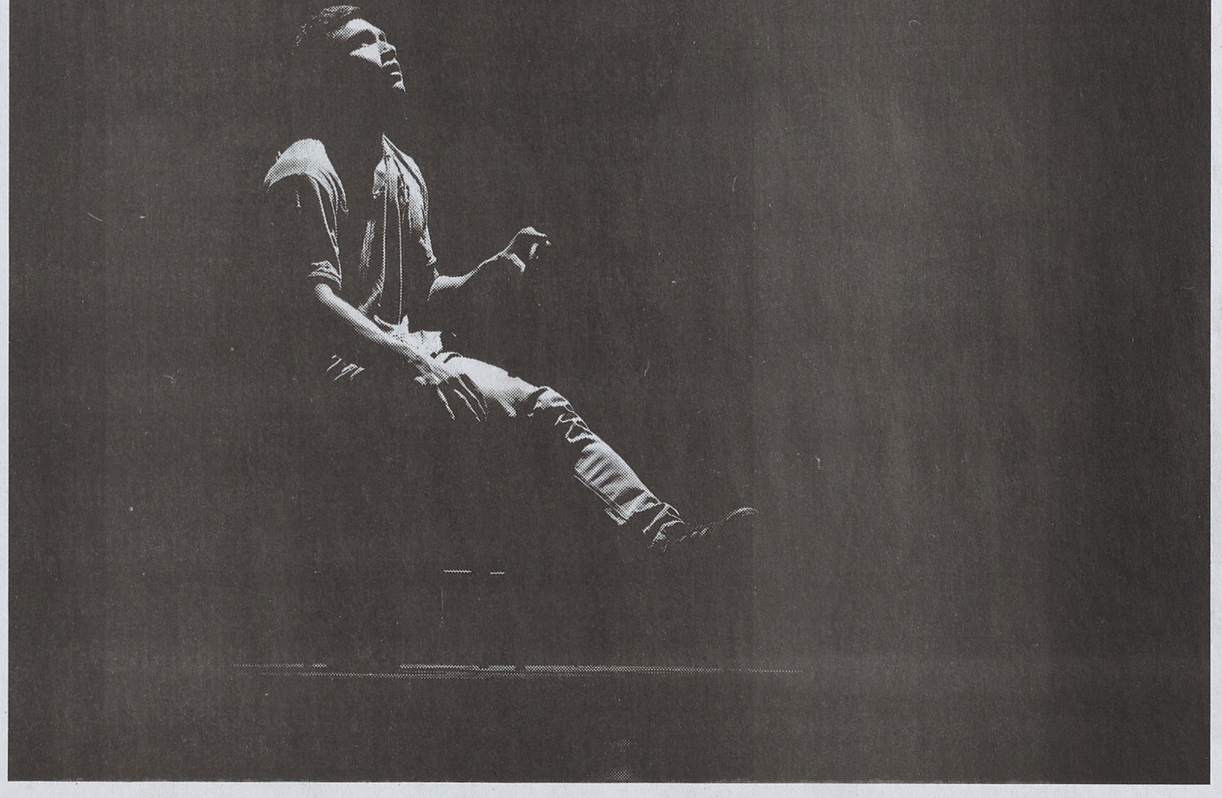
Words By
Ricardo Varela

Valley's Dance Program opened their spring production of "Full Circle" on Thursday, May 12 in Valley College's Mainstage Theater. The two-act program ran nightly until May 14 and featured a variety of dances and dance films produced by faculty, students and guests. Some performers gave self-choreographed segments, such as Geneva West's "Mechanical Maelstrom."

Full Circle was produced and directed by Liz Casebolt and Geordie Wright. Amy Allen, Liz Casebolt, Kiha Lee, Arianne MacBean and Maya Zellman were participating faculty. Leigh "Breeze-lee" Foaad from the Versa-Style Dance Company was a special guest artist.

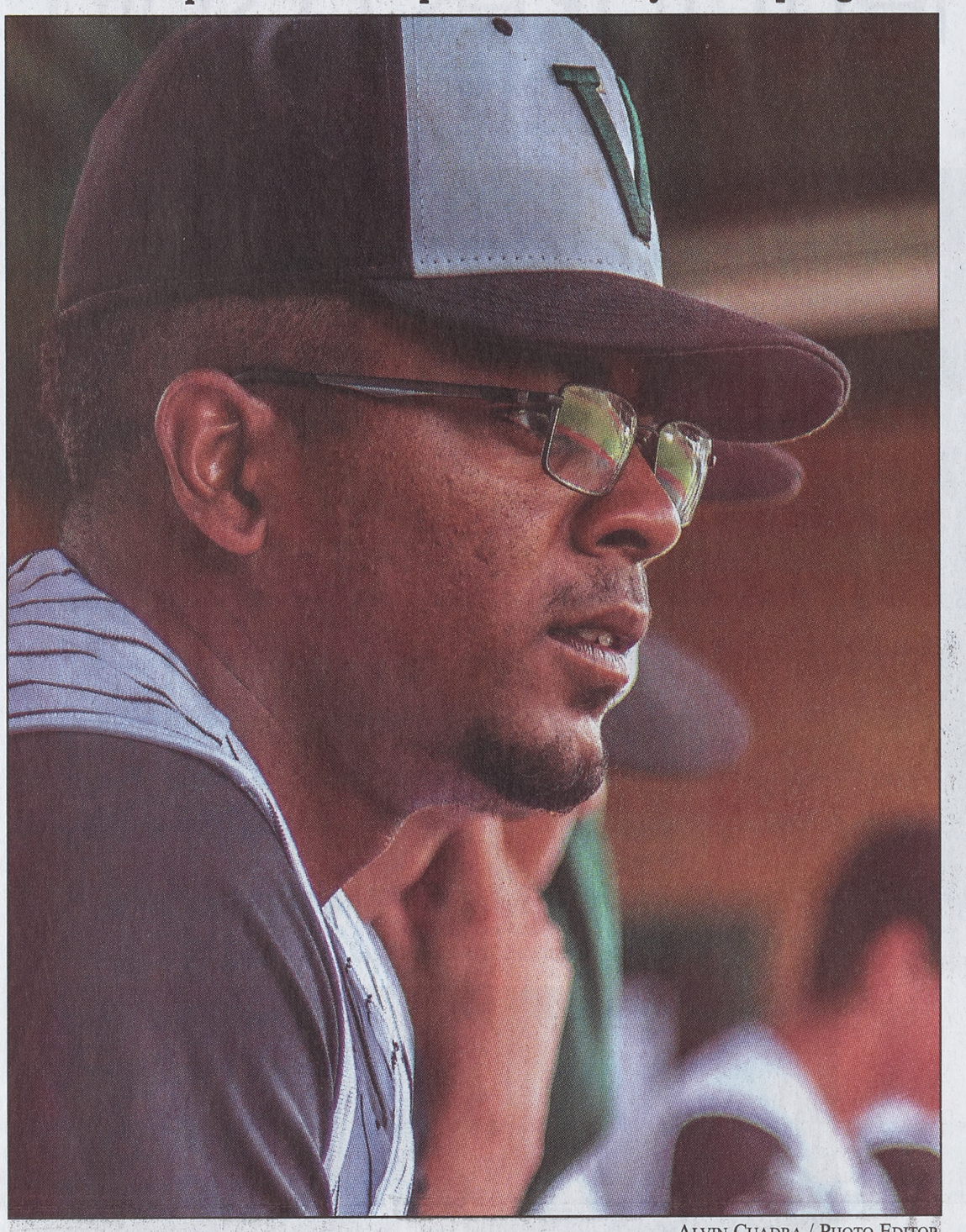






Monarchs make a splash in spring sports

■ **Monarch sports had their peaks and valleys this spring.**



ALVIN CUADRA / PHOTO EDITOR

GREENER PASTURES - Freshman 2B Julian Harrison keeps his sights set on next season.

BY HENRY GUEMBES
STAFF WRITER

The women's basketball and men's swimming teams were able to quench Valley College's thirst for athletic success in an otherwise barren spring-sports season for the Monarchs.

The Valley men's swimming team achieved their best finish ever at the Western State Conference championship this year, clinching second place overall. Breaststroke specialist Timothy Hornyak broke two school records in the 100- and 200-meter breaststroke, posting times of 58.76 seconds in the 100-meter race and 2:06.12 in the 200-meter race. The previous school record of 59.70 seconds in the 100-meter stood since 1967, and the previous record for the 200-meter was 2:08.25.

"It didn't surprise me," said aquatics coach Jim McMillan. "He came in as a talented swimmer; he trains real hard, and he's very determined and likes to win."

Only in his first season, Hornyak, 19, is expected to swim next year for Valley and his expectations going forward are high.

"The season passed by so fast, thanks to my great team and an even greater coaching staff," said the Russian native. "The atmosphere here is different than what I was used to—different, but in a better way. I am thankful for my team most of all. I am looking forward to an even more productive second season."

On the court, the Lady Monarchs secured a playoff berth with a final conference record of 10-4 and an overall record of 14-14 throughout the season. Adaori Obi and Diamond O'Connor were this year's major standouts. Obi, a sophomore guard, averaged 15.8 points a game, shooting 40.4 percent from the field. She has committed to play at UC Riverside next season. O'Connor, a freshman forward, was the Monarchs top scorer, averaging 15.9 points a game while leading the Western State Conference in field goal percentage at 52.6 percent.

Men's baseball broke even in the season, finishing with an overall record of 18-18 and 9-12 in conference. Although the Monarchs displayed an average performance on the field, a few gems indulged in individual merits. Left-handed pitcher Jesse Hobaica hurled his way up to first team all-conference while also receiving a Golden Glove in the WSC. Valley baseball was formidable with Hobaica on the mound, winning five and losing only one match in conference. He also boasted the second-best ERA in conference, only allowing an average of 1.66 runs per game.

Andrew Penner, first base, earned a spot on the first team all-conference as well, along with a Golden Glove after exhibiting a solid defensive performance on base.

The Lady Monarchs softball team were streaky throughout the semester, concluding the season with an overall record of 16-22 (11-10). Their biggest win of the season was a 24-1 dismantling of the El Camino College Compton Center Tartars.

Looking forward, both the baseball and softball teams tested out brand-new facilities this year.

"The field is really nice," said Monarchs catcher Rigo Torres. "It's an all-turf field, so we have an advantage on rainy days. If it rains the day before, the field dries up in time for us to still practice."